

# Using the Pupil Premium Grant to Promote Pupil Progress

## What is Pupil Premium?

Pupil Premium funding is additional funding to the main school budget to support children eligible for Free school Meals (FSM) either presently or within the last 6 years, children whose parents are in the services, Looked after Children (LAC) and those who were previously LAC. The school determines how the funding is used but its primary aim is to support some of our more vulnerable learners. As a school we continually strive to ensure that teaching and learning opportunities meet the needs of all our pupils and appropriate provision is in place for those who need it most. Not all of these pupils are eligible for FSM and so the school will at times use the funding to support a wider range of pupils to achieve their very best.

## Cams Hill School's Approach to the Pupil Premium

The school's ethos with regard to the Pupil Premium is the same as for all pupils: we see pupils as individuals, not stereotypes, and we set high expectations for all – our key words **inspire**, **nurture**, **achieve** and **excel** sum up our approach.

There is no single strategy that makes an overall positive difference to the progress and life chances of disadvantaged pupils: rather, it is the coherence of the school's approach that is enabling us to narrow the achievement gap between disadvantaged pupils and other pupils, although this remains a focus as part of the school's development plan. Senior leaders set the aspiration for disadvantaged pupils to make more than expected progress and do not accept disadvantage as a reason for poor performance; this message is consistently communicated to all staff.

We focus on identifying and addressing barriers to learning early on, whether these are practical, emotional or academic; our liaison with our primary school partners enables us to know our pupils and to begin personalising their learning journey even before they arrive at Cams Hill School. In some cases, this might take the form of our 'enhanced transition' programme, where pupils who need additional support in making the change from primary school to a secondary setting undertake additional small-group visits and one-to-one mentoring from the Year 7 pastoral team; in other cases, the Year 7 team might work hard to engage the support of parents.

We monitor and track pupils' attendance, attainment and progress and adjust our approach to suit the individual's emerging needs, whether that be by addressing issues with absence, behaviour or attitude to learning through intervention and coaching or by addressing issues within subjects through tailored teaching approaches or additional support.

Our Key Stage pastoral teams prioritise and target our vulnerable and disadvantaged pupils for emotional support and put significant emphasis on motivation, resilience and good mental health, working with outside agencies where appropriate to support pupils, as well as supporting pupils within school.

All tutors and teachers are aware of vulnerable pupils within their classes and personalise their planning for these pupils. Sometimes this can be as simple as ensuring that these pupils' work is assessed first to ensure that they are given closest attention and most personalised feedback, or

that targeted questions used in lessons are planned specifically to move these pupils forward. For some pupils, one-to-one or small class academic intervention is more effective.

Our relentless focus on high-quality teaching for all is evident through our comprehensive programme of staff development with a teaching and learning focus running through ‘CPL Tuesdays’ and INSET, including the work of a staff focus group specifically working to develop our approach to supporting disadvantaged pupils, including the development of metacognitive strategies.

### What funding does Cams Hill School receive through the Pupil Premium?

Pupil premium is worth £935 for each pupil who at any point in the last 6 years have been in receipt of Free School Meals (FSM); £2,300 for looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority; £2,300 for any pupil who has ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order; finally £300 is received for pupils whose parent/parents are currently serving in the armed forces or have been at any point in the last 6 years, or are in receipt of a pension from the MoD. (Please see <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant> for more information).

- **In 2018/19 Cams Hill School received a total Pupil Premium Grant of £163,765.** The percentage of students eligible is 17.3%. This can be broken down into the following:
  - Disadvantaged (FSM/Ever6): in 2018/19 Cams Hill will receive £129,965 for these 139 students
  - Service Children: In 2018/19 Cams Hill will receive £17,700 for these 59 students
  - Looked-After Children: In 2018/19 Cams Hill will receive £16,100 for these 7 students
- In 2017/18 Cams Hill School received a total Pupil Premium Grant of £159,085
- In 2016/17 Cams Hill School received a total Pupil Premium Grant of £156,430
- In 2015/16 Cams Hill School received a total Pupil Premium Grant of £142,895
- In 2014/15 Cams Hill School received a total Pupil Premium Grant of £139,940

### How does Cams Hill School spend the Pupil Premium?

At Cams Hill School we use Pupil Premium to support pupils in the following ways:

Strategy	Resource/Staffing Used	Cost	Anticipated Impact
Planned and purposeful transition from primary to secondary school	Personalised liaison with primary school teachers focusing on needs of PP and Disadvantaged pupils led by HOY7	£16,000	Timely identification of needs and barriers to learning; planning for personalised intervention by tutor and Year 7 pastoral team
	Enhanced transition programme for vulnerable pupils led	£9,600	Faster settling at secondary school; reduction of impact of emotional/social barriers to

	<p>by non-teaching Assistant HOY7</p> <p>One-to-one academic and motivational mentoring in Year 7 by non-teaching Assistant HOY7</p>	£9,600	<p>learning in Year 7; improvement in mental health for vulnerable pupils</p> <p>Increased pupil resilience and personal responsibility; improved behaviour/attitude to learning; enhanced progress</p>
Enhanced use of pupil progress data and interventions	Tracking for Disadvantaged pupils linking academic progress with behaviour, attendance and interventions led by Pupil Premium Coordinators; non-teaching Assistant HOY time for analysis of data and planning of interventions	£8,000	More frequent and effective monitoring of progress and interventions tailored to pupils' needs
Reduced class sizes in core subjects at KS3	Enhanced staffing by 2 classes per year group for English and Maths at KS3 and Science in Year 9 (cross over with Literacy and Numeracy Catch Up Premium)	£23,700	Improved teacher: pupil ratio leading to improved progress over time; capacity created for targeted support for pupils with lower literacy and numeracy on entry
Targeted emotional support for pupils	Increased ELSA provision	£22,100	Individuals involved can be supported to address emotional/mental health-related barriers to learning more effectively and make better progress
I-Centre support	One-to-one support linked to anxiety, bereavement and mental health from I-Centre manager	£6,200	Individuals involved can be supported to address emotional/mental health-related barriers to learning more effectively and make better progress
CEIAG	Targeted one-to-one support and guidance from Careers Advisor for pupils at KS4	£3,400	Pupils make informed choices about future pathways and are supported to ensure ongoing education, employment or training

Individualised support for pupils' learning, emotional and behavioural needs	Personalised interventions as directed by Year Teams including: additional support for pupils at risk of making poor progress; enhanced pastoral support for behavioural and mental health concerns; engagement with external agencies where appropriate	£27,400	Interventions support pupils in their wellbeing and resilience; pupils make improved progress; exclusions are reduced.
Individualised support for Looked-After Children	Designated teacher oversight of provision for pupil needs as identified within PEP and agreed with Hampshire Virtual Head	£44,500	Looked-After Children make expected progress and have access to the full range of academic and co-curricular experiences and opportunities
Year 11 academic interventions	Regular academic mentoring / intervention timetable for pupils at risk of poor progress	£27,400	Improved individual progress in Year 11 for pupils at risk of poor progress; improved engagement with learning; raised aspiration for post-16 education/opportunities
Promotion of good attendance	Attendance officer time; home visits as necessary	£6,400	Excellent levels of attendance; reduced persistent absence in individual cases; improved progress through maximal attendance at school
Access to educational and co-curricular experiences and opportunities	Support for or provision of funding for off-site activities and trips; subsidies for extra-curricular activities e.g. instrumental lessons	£7,000	Pupils are supported to equality of access to educational experiences; pupils are supported to develop their talents and interests; pupils are challenged to raise their aspirations and expectations of themselves through contact with higher education and exposure to high-challenge, high-interest opportunities
Continued development of teaching and learning through research and sharing good practice	CPL Tuesdays; focus group research; materials and resources	£10,500	Teaching and learning is good or outstanding, leading to enhanced pupil progress

Learning materials	Revision guides and stationery supplies; access to ICT provision through the school library	£3,000	All pupils are supplied with the materials needed for full access to the curriculum and revision at reduced or no cost
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### **The Impact of our Spending 2017/18**

Our spending over this period has had a significant impact on the progress and wellbeing of our students.

For year 11, our Pupil Premium students made substantially more progress than similar students around the country in their GCSE exams. On average, a non-services Pupil Premium student at Cams Hill School achieved a third of a grade higher than the national average per subject. This is a significant improvement on 2016/17.

For all year groups, the school's use of the Pupil Premium Grant has helped many pupils integrate more positively with wider school life, for example through the Brecon Beacons Trip for Year 9, funding school trips for non-services Pupil Premium students, along with expanded pastoral care, mentoring and additional support for the transition from primary school to year 7.

Furthermore, the Pupil Premium Grant has been used by the school to improve the academic progress of students in all years. For example, class sizes in English, Maths and Science are made smaller by paying for additional teaching staff, maximising learning outcomes. Learning materials such as revision guides are provided for all non-services Pupil Premium students to make sure all can access the curriculum. Additionally, we have employed 8 new Learning Mentors to encourage and support a number of Pupil Premium students at risk of making inadequate progress across years 7 to 10, and a number of other students are mentored on a one-to-one basis.

### **Literacy and numeracy catch-up funding**

The Year 7 Literacy and Numeracy Catch-Up Pupil Premium Grant is allocated to schools to support all Year 7 learners who did not achieve the expected standard in reading or maths at the end of key stage 2.

For both 2016-17 and 2017-18 the school received £10,000.

At Cams Hill School we use this funding for:

- Individual interventions by the Learning Support Department, including Star Spell.
- Nurture groups for year 7 pupils run by the Learning Support Department, which seek to integrate pupils more readily into a classroom environment and enable targeted literacy and numeracy interventions.
- Intervention in maths lessons through teaching assistants and smaller class sizes for pupils who did not reach the expected standard at the end of key stage 2.

- Intervention in English lessons through teaching assistants and smaller class sizes for pupils who did not reach the expected standard at the end of key stage 2.

The impact of this funding is to give students the best possible opportunity to meet their targets in English and maths by the end of year 7, which most students achieve or exceed. Further interventions are put in place in years 8 and 9 for those who do not meet their targets at this stage.